

# **Arizona's Instrument to Measure Standards (AIMS HS)**

## **Reading and Writing**

### **Released Items**

November 15, 2006

## AIMS Reading Released Items for 2006

As part of Superintendent Tom Horne's ongoing efforts to improve the communication of academic expectations, the Arizona Department of Education is releasing High School reading, writing, and mathematics items to the public. This release is intended to provide students, parents, teachers, and the community with specific examples of the types of skills being assessed on the AIMS tests. The release is divided into a reading/writing form and a mathematics form, similar to the AIMS test.

This release is from the 2004 AIMS administration which includes three reading passages, directions, and the items associated with each passage in the form of a mini-test. The reading section is followed by the writing section that includes the prompt and directions used in the AIMS assessments. The final section will contain the individual items with the correct answers and statistical information about each item.

The mathematics section consists of a mini-test with fourteen items from the 2002, 2003, 2004, and 2005 AIMS administrations, followed by the individual items and their statistics.

The statistical information provided includes:

- 1) Item identification number;
- 2) Correct answer;
- 3) Response probability (P-Value), which represents the percentage of students who answered the question correctly;
- 4) Rasch difficulty, which measures the difficulty of the item on a scale in which -3 indicates a very easy item and +3 indicates an extremely difficult item;
- 5) The performance objective as the item aligns to the 2003 standards.

The items are reproductions of the actual items as they appeared on the AIMS assessments. If you have any questions, please contact Frank Brashear, Director of Test Item Development, at (602) 542-5031.

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# READING

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**Reading****DIRECTIONS:** Read this introductory statement and excerpt and then answer the questions.

*This excerpt is from "Two Words," a story from the book The Stories of Eva Luna by the Chilean author Isabel Allende. The story takes place in a fictitious Latin American country during a civil war some time in the past.*

**Two Words**

by Isabel Allende

She went by the name of Belisa Crepusculario, not because she had been baptized with that name or given it by her mother, but because she herself had searched until she found the poetry of "beauty" and "twilight" and cloaked herself in it. She made her living selling words. She journeyed through the country from the high cold mountains to the burning coasts, stopping at fairs and in markets where she set up four poles covered by a canvas awning under which she took refuge from the sun and rain to minister to her customers. She did not have to peddle her merchandise because from having wandered far and near, everyone knew who she was. Some people waited for her from one year to the next, and when she appeared in the village with her bundle beneath her arm, they would form a line in front of her stall. Her prices were fair. For five centavos she delivered verses from memory; for seven she improved the quality of dreams; for nine she wrote love letters; for twelve she invented insults for irreconcilable enemies. She also sold stories, not fantasies but long, true stories she recited at one telling, never skipping a word. This is how she carried news from one town to another. People paid her to add a line or two: our son was born; so-and-so died; our children got married; the crops burned in the field. Wherever she went a small crowd gathered around to listen as she began to speak, and that was how they learned about each others' doings, about distant relatives, about what was going on in the civil war. To anyone who paid her fifty centavos in trade, she gave the gift of a secret word to drive away melancholy. It was not the same word for everyone, naturally, because that would have been collective deceit. Each person received his or her own word, with the assurance that no one else would use it that way in this universe or the Beyond.

Belisa Crepusculario had been born into a family so poor they did not even have names to give their children. She came into the world and grew up in an inhospitable land where some years the rains became avalanches of water that bore everything away before them and others when not a drop fell from the sky and the sun swelled to fill the horizon and the world became a desert. Until she was twelve, Belisa had no occupation or virtue other than having withstood hunger and the exhaustion of centuries. During one interminable drought, it fell to her to bury four younger brothers and sisters; when she realized that her turn was next, she decided to set out across the plains in the direction of the sea, in hopes that she might trick death along the way. The land was eroded, split with deep cracks, strewn with rocks, fossils of trees and thorny bushes, and skeletons of animals bleached by the sun. From time to time she ran into families who, like her, were heading south, following the mirage of water. Some had begun the march carrying their belongings on their back or in small carts, but they could barely move their own bones, and after a while they had to abandon their possessions. They dragged themselves along painfully, their skin turned to lizard hide and their eyes burned by the reverberating glare. Belisa greeted them with a wave as she passed, but she did not stop, because she had no strength to waste in acts of compassion. Many people fell by the wayside, but she was so stubborn that she survived to cross through that desert and at long last reach the first trickles of water, fine, almost invisible threads that fed spindly vegetation and farther down widened into small streams and marshes.

**Go On** 

## Reading

Belisa Crepusculario saved her life and in the process accidentally discovered writing. In a village near the coast, the wind blew a page of newspaper at her feet. She picked up the brittle yellow paper and stood a long while looking at it, unable to determine its purpose, until curiosity overcame her shyness. She walked over to a man who was washing his horse in the muddy pool where she had quenched her thirst.

"What is this?" she asked.


"The sports page of the newspaper," the man replied, concealing his surprise at her ignorance.

The answer astounded the girl, but she did not want to seem rude, so she merely inquired about the significance of the fly tracks scattered across the page.

"Those are words, child. Here it says that Fulgencio Barba knocked out El Negro Tiznao in the third round."

That was the day Belisa Crepusculario found out that words make their way in the world without a master, and that anyone with a little cleverness can appropriate them and do business with them. She made a quick assessment of her situation and concluded that aside from working as a servant in the kitchens of the rich there were few occupations she was qualified for. It seemed to her that selling words would be an honorable alternative. From that moment on, she worked at that profession, and was never tempted by any other. At the beginning, she offered her merchandise unaware that words could be written outside of newspapers. When she learned otherwise, she calculated the infinite possibilities of her trade and with her savings paid a priest twenty pesos to teach her to read and write; with her three remaining coins she bought a dictionary. She pored over it from A to Z and then threw it into the sea, because it was not her intention to defraud her customers with packaged words.



Go On 

**1. What effect do the “fly tracks scattered across the page” have on Belisa’s life?**

- A** She becomes a sports enthusiast.
- B** She leaves her home in the mountains.
- C** She throws away her dictionary.
- D** She learns she can make money with words.

**2. What do Belisa’s actions during the journey reveal about her personality?**

- A** She is determined to survive.
- B** She is indifferent to the suffering of others.
- C** She is passionate about language.
- D** She is careless with her possessions.

**3. Why does Belisa view her profession as honorable?**

- A** She uses words from the dictionary.
- B** People pay her well for her services.
- C** The job provides infinite possibilities.
- D** She sells words without deceit.

**Go On** 

## Reading

**DIRECTIONS:** Read this article and then answer the questions.

# National Parks, National Paradox<sup>1</sup>

America invented the national park. Now, more than 125 years later, we still haven't decided what a park should be.

by T. H. Watkins

I slithered my four-wheel drive off the road and across the empty parking lot to a spot close to the cleared asphalt path behind Old Faithful Lodge. It was the beginning of deep winter in Yellowstone National Park, and the entrance at West Yellowstone would soon be closed. Several weeks of intermittent snow had spilled brightness over every rolling hill and distant peak. All the way in, the road had been almost impossible to negotiate.

No matter. It was my first visit to Old Faithful, and worth every slip and slide it took to get there. I got out of the truck, zipped up my cocoon of a coat, and hiked up to the eight-foot mound out of which the geyser called "Old Faithful" was supposed to erupt. I swept the snow off a bench and sat down to wait. I was utterly and wonderfully alone. Not a person to be seen, not a sound to be heard, save the faint rumor of wind feathering its way through the trees.

Not for long. Other followers began arriving, singles, couples, and entire families piling out of their cars and slogging up the path to join me. I was irrationally (and arrogantly) annoyed that my solitude had been violated. And they kept coming, so that there were maybe three dozen tourists

chattering away excitedly by the time Old Faithful, right on schedule, sent its lovely white spumes into the air with a surprisingly soft *whoosh!*, legitimizing a couple of billion postcards.

When the geyser was done, so were the tourists, who went back to their cars and drove off. I sat there for a long time, still irritated, as the vehicles growled into the snowy distance and the last flags of steam vanished into the sky.

As that little memoir suggests, America's national parks are replete<sup>2</sup> with conflicting interests. The yearning for solitude versus the desire of everyone else to be where you might want to be at a given moment is only one of them. Americans have been in love with their parks ever since Yellowstone was established as the nation's—and the world's—first national park in 1872. Most of the time they have cheered as the system has grown. (It now includes 54 parks, 321 other park units, and more than 80 million acres, embracing a stunning variety of scenic, ecological, and historic treasures scattered from Alaska to Hawaii, Maine to California.) But this relationship remains a tortured mix of excitement, confusion, and contention.<sup>3</sup>

<sup>1</sup> **paradox:** a situation exhibiting contradictory aspects

<sup>2</sup> **replete:** filled

<sup>3</sup> **contention:** disagreement

Go On 



## Reading

We celebrate the parks as being a peculiarly American idea, and they are; but we still do not know just what we want from them. Everything, perhaps. Too much, almost certainly.

...

The parks idea was institutionalized but not much clarified in 1916 by passage of the National Park Service Act, which declared that the purpose of the national parks was "to conserve the scenery and the natural and historic objects and the wildlife therein and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired<sup>4</sup> for the enjoyment of future generations." To conserve and at the same time provide for enjoyment, without impairment—there was the rub,<sup>5</sup> and there it is still, for it has proved nearly impossible to do both.

From that bureaucratic fountain has flowed 81 years of paradox. Consider transportation. Should there be automobiles in the national parks? No, said James Bryce, former British ambassador to the United States, who in 1912 warned an assembled throng of bureaucrats and conservationists that automobiles should be prohibited, especially from California's Yosemite Valley: "If . . . you were to realize what the result of the automobile will be in that wonderful, that incomparable valley," Bryce said, "you will keep it out." On the other hand, William Colby of the Sierra Club said yes, there should be automobiles. Both he and club founder John Muir wanted to preserve the parks by popularizing them and, he said, they hoped that automobiles "will be allowed to come in when the time comes, because we think the automobile adds a great zest to travel, and we are primarily

interested in the increase of travel to these parks."

We are still trying to sort out the snarl of impairments set in motion by that endorsement and its acceptance by the National Park Service—and not just in Yosemite. Today there are precious few national parks outside Alaska that remain largely free of paved roads—Kings Canyon, Everglades, Canyonlands, Olympic, and Great Smoky Mountains come to mind. In parks from Acadia in Maine to Grand Canyon in Arizona, Mount Rainier in Washington to Arches in Utah, roads have been inserted like asphalt probes into the interior landscape, and meadows and sage flats have been paved for parking lots, while traffic clogs entrance points, frazzling tempers and slowly cooking the air into a poisonous haze.

...

Through the years there have been honest attempts to balance nature's need for protection and civilization's desire to enjoy firsthand what is being protected. Many Park Service and Interior Department people work hard to tip the scales at least a little in favor of protection. Park superintendents and their staffs may be the most dedicated and hardworking public servants anywhere. Most of those I have known care passionately about the natural world. I have seen superintendents driven to tears of frustration when lack of money and public ignorance have put their charges in peril.

The parks cannot be all things to all people, and maybe we had better start listening to what Park Service director William Penn Mott told us years ago. If we are going to err with regard to the national parks, he said, "we must err on the side of preservation."

<sup>4</sup> **unimpaired:** undamaged

<sup>5</sup> **rub:** problem




A hiker stands above Jenny Lake in Grand Teton National Park, in Wyoming, just south of Yellowstone National Park. Yellowstone, the first national park, was created more than 125 years ago; Grand Teton was established in 1929.

Go On





- 4. What does the author believe is the biggest problem for the national parks?**
- A** view of the Sierra Club
  - B** balancing public access with preservation
  - C** developing better roads
  - D** too many governmental regulations
- 5. What is the author's main point in the article?**
- A** More people should visit national parks.
  - B** Old Faithful is the best attraction in the United States.
  - C** Snow enhances a visit to a national park.
  - D** National parks must be preserved.
- 6. The author states "Today there are precious few national parks outside Alaska that remain largely free of paved roads ..." What belief is indicated by this word choice?**
- A** Too many roads are in the parks.
  - B** The parks outside Alaska are large.
  - C** There are not enough roads in the parks.
  - D** There are too few parks outside Alaska.
- 7. When was the National Park Service Act passed?**
- A** 1872
  - B** 1912
  - C** 1916
  - D** 1929

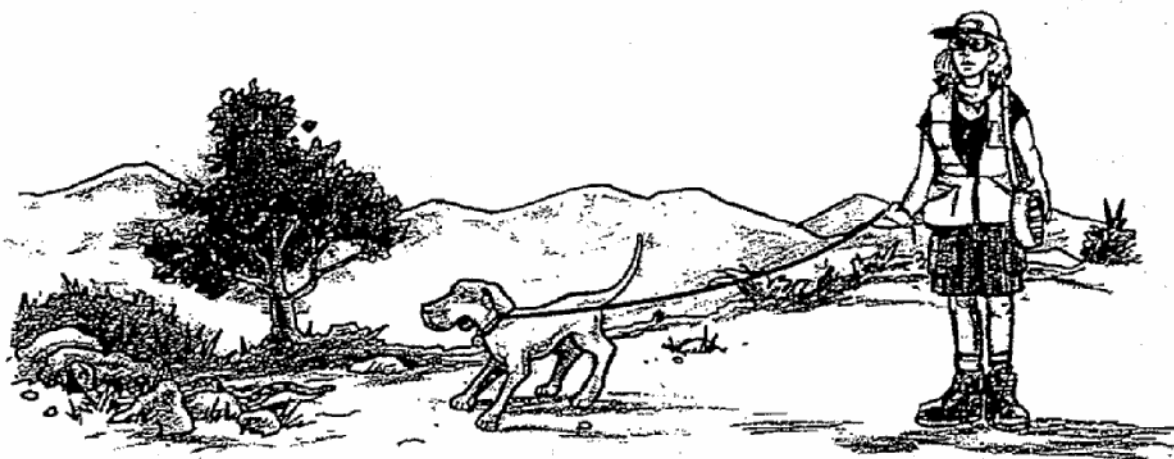
**Go On** 

## Reading

**DIRECTIONS:** Read this introduction and excerpt and then answer the questions.

*Introduction:* Tracking is a search-and-rescue technique. Trackers use any visible signs, such as footprints, pieces of clothing, or personal possessions, to follow the trail of a missing hiker or camper in the desert, the mountains, or other wilderness areas. Even the smallest pieces of evidence provide important information. Trackers must be able to distinguish the traces of a missing adult or child from the tracks of animals, insects, and even vehicles in order to reach a lost victim. Trackers must be both patient and quick since tracks of a missing person may deteriorate or disappear quickly. Weather, animals in the area, over-eager action seekers, or various types of search equipment, such as all-terrain vehicles, all can obliterate evidence for the tracker.

Hannah Nyala, a native of Mississippi, is a self-taught tracker in the Mojave Desert of California. In her book *Point Last Seen: A Woman Tracker's Story*, Nyala recounts many life-and-death missions during which she relied on her instincts and her ability to interpret the smallest signs. The following excerpt from the book is about Nyala's encounter with a rattlesnake, while she is practicing her tracking skills and training her search dog in the desert.



## Tracking Lessons

by Hannah Nyala

### *How to wait out a rattlesnake.*

I've been lying on my stomach here in the middle of Fried Liver Wash since noon; Sam, my search dog puppy, is stretched out in the shade behind me. Tranquil doesn't begin to describe this place. The air is still, not even a whisper in the dry creosote branches, and the sky lies well back on the horizon. Without provocation, a dry lupine stalk drops one of its leaves, and a lizard's tail barely misses it as he scurries across the hot sand, heading for the next shady spot. There's a sidewinder coiled up under a smoke tree a few yards away—she and I have been eyeing each other warily ever since I

stumbled across her track, startling her into a defensive posture. When I sat down in the middle of the wash, she watched for a few seconds and then quickly moved closer to the base of the tree, carefully adjusting her body backward in short undulating sweeps. Very graceful. Funny how I never noticed that rattlesnakes were graceful before today. My mother would undoubtedly disagree.

When I switched positions, lying down and adjusting my hat to avoid the sun, the sidewinder arched and looked my way crossly, settling down

Go On 

## Reading

into a full coil. Since then, we have both been sitting here mostly motionless. I brushed a fly off my face a couple times, and she rearranged her coils once, but other than that, we've been still as dead mice. I intend to stay until she moves again, so that I can see exactly how she makes those odd J-shaped tracks. Sam, content to stay if I am, is sound asleep.

Far overhead, a buzzard rides what appears to be a decent headwind and circles down closer to see who's newly dead in the wash. I wave to him so he realizes we're not dinner fixings yet, and he good-naturedly wends his way toward the Eagle Mountains. Four Huey helicopters putter their way north toward the Marine Corps Base, and a cactus wren from somewhere nearby shouts her annoyance at the disturbance. Actually, she was shouting before the Hueys came by, so any annoyance is probably all mine. Sam looks up, yawns, rolls onto his back, and falls asleep again. Even the sidewinder looks relaxed now, and as the sounds of Hueys fade, mindful of the desert's hints, the tension in my neck also begins to subside. Annoyance with the military is useless anyway; in southern California, it's like tilting at windmills, only less productive.

The sidewinder, after one last glance in my direction, finally decides to continue her day by heading up the slight incline behind the smoke tree. With quick, deft movements, she slips sideways up the hot sand, etching her eccentric trail. Sand grains slowly slide down to rest in the lower part of each track as she moves along, body touching the hot ground at two points only and undulating back and forth between them. Considering how long I've been waiting here to watch this very thing happen, you'd think I'd be able to describe it better. But there are no words precise enough to convey the snake's delicate balance, her swift and steady movements, or the certainty with which she's heading up that hill. Clearly she knows where she is going. Sam and I just watch.

Since I don't know where we're going—or more accurately, since we don't have anywhere to go this afternoon—I continue to sit in the wash and watch the snake's tracks change as the sun begins to drop lower in the sky. Sam takes another nap. The longer the shadows get, the more visible the tracks are. That's why tracking at high noon is so difficult—without shadows to throw them in relief, tracks might as well not be there. Trackers have to adjust to the flat conditions of midday: We sometimes use mirrors to backlight the tracks, after shading them with our caps—a slow painstaking process that is hard on both eyes and patience.

Tracks in sand, like those the sidewinder just left,

are relatively easy for the tracker to see no matter what the light conditions, but tracks on scrub rocks practically disappear in flat light. Even shaded and backlit, they're elusive at best, so sometimes the wisest strategy for noon tracking is simply to sit down and eat lunch. Since a nap after lunch is a luxury Sam and I wouldn't have on an actual search, in practice sessions we make the most of the opportunity. Today I roll over into the shade next to my dog, and we both doze off, soothed by the heat that surrounds us like a warm oven.

Two hours later. The sidewinder has been gone a long time now, and the sun is leaving the sky, washing it out with the brilliant hues of a smog-induced sunset. Bats are already out, fluttering and zinging their way up and down the wash, searching for the insects they live on and we think we could live without. A cool evening breeze slightly lifts the branches of a creosote bush and softly rattles through a dry desert trumpet stem. Nearby, the birdcage skeleton of one of last year's evening primroses sits placidly as the wind sends tiny particles of sand and plant matter sweeping through its open railings. Somewhere off to the east, a coyote yips and another answers from the mountains, and then another and another and another, until the night is ringed with coyote song. Ears full, eyes tired, Samson and I walk down the wash toward the car.

Bounding a few feet ahead, Sam sniffs around the creosote bush, but the instant I yell "Samson, leave!" he whips around and waits for my next words. His immediate obedience may have just saved his nose: At the base of the bush, another sidewinder sits coiled, ready to strike at this offensive blond intruder. Sam gallops happily back to me, entirely unaware of the danger behind him, so I snap on his leash, put him on heel, and walk up to the bush. Pointing at the snake, I repeat, "Leave." Sam's face at first registers the snake, then the command. Not two seconds later, he is ready to continue down the wash, as uninterested in the motionless snake as if it were a rock. I make him stay to watch the snake leave so he will associate the coiled creature with the moving one, repeating the command "Leave" each time he starts to step toward the sidwinding, retreating reptile. Suddenly Sam looks up, and I can see that he's figured it out. He now knows snakes are off-limits—he can be counted on to avoid them by himself next time. He will tell me with his eyes that one of those strange things is nearby—as any good search partner would—but he won't go bounding into it and wind up getting bitten. The first snake was my teacher, the second one, his. We have learned good lessons today, he and I, sitting in the hot sun and walking home at dusk.

*Point Last Seen* by Hannah Sarah Nyala. Copyright © 1997 by Hannah Nyala. Reprinted by permission of Beacon Press, Boston

Go On 

- 8. What does Nyala want to learn about the first sidewinder?**
- A how it makes its tracks
  - B how it attacks its prey
  - C how long it can stay motionless
  - D how it reproduces
- 9. What does Nyala want her dog to learn from the encounter with the second sidewinder?**
- A Rattlesnakes are friendly.
  - B Rattlesnakes are dangerous.
  - C Rattlesnakes can be tracked.
  - D Rattlesnakes move sideways.
- 10. What will Sam probably do the next time he sees a snake?**
- A He will leave it alone.
  - B He will bark at it.
  - C He will play with it.
  - D He will attack it.
- 11. Which statement below *best* states the author's attitude toward the desert?**
- A The desert is a dangerous place.
  - B She is comfortable in the desert.
  - C The desert is a good place for Sam to play
  - D She feels like a stranger in the desert.



# WRITING

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# WRITING

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**Directions:**

Read the writing prompt below. Use the next page for your prewriting and planning. Then write your draft on pages 3 and 4.


Most of us have a place where we go when we like to be alone.  
Where is this place for you?

Write an essay describing this place and explaining its special characteristics.

Your essay should:

- include an introduction with a clearly-stated thesis.
- be supported with details, facts, examples, or descriptions.
- have an effective conclusion.

Remember to edit for spelling, grammar, punctuation, and capitalization.

Go On 

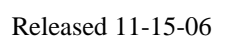


**Write your draft on the following lines. Refer to the writing prompt and your prewriting and planning space as you write your draft.**

# Draft

This image shows a full page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the page.

## This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



# WRITING

## Final Copy

**DIRECTIONS:**

Now you are going to revise your draft. Read your draft, then use the questions in the Writer's Checklist as a guide to make your changes. Check each box if you can answer "yes" to that question.

### WRITER'S CHECKLIST

- Does my paper have a specific audience and a specific purpose?
- Does my paper contain a strong controlling idea?
- Does my paper stay on topic?
- Does my paper include specific and relevant details, reasons, and examples?
- Does my paper have an effective beginning, middle, and end?
- Does my paper progress in a logical order, and do my ideas flow smoothly?
- Does my paper contain interesting audience appropriate vocabulary?
- Does my paper contain sentences that are clear and varied in structure?
- Does my paper include effective use of paragraphing?
- Does my paper include correct grammar/usage, punctuation, capitalization, and spelling?

**DIRECTIONS:**

For each box you did not check, make a change on your draft. Then write your final version in your answer document.

Item	Reading Item Data							
<b>1</b>	Item Number	2019505	Correct Answer	D	P-Value	.865	Equated Rasch Value	-0.6487
	2003 Reading Standard Alignment is Strand <b>2</b> – Concept <b>1</b> – Performance Objective <b>1</b>							
	<p><b>What effect do the “fly tracks scattered across the page” have on Belisa’s life?</b></p> <p><b>A</b> She becomes a sports enthusiast.</p> <p><b>B</b> She leaves her home in the mountains.</p> <p><b>C</b> She throws away her dictionary.</p> <p><b>D</b> She learns she can make money with words.</p>							
<b>2</b>	Reading Item Data							
	Item Number	2019507	Correct Answer	A	P-Value	.756	Equated Rasch Value	0.0774
	2003 Reading Standard Alignment is Strand <b>2</b> – Concept <b>1</b> – Performance Objective <b>1</b>							
	<p><b>What do Belisa’s actions during the journey reveal about her personality?</b></p> <p><b>A</b> She is determined to survive.</p> <p><b>B</b> She is indifferent to the suffering of others.</p> <p><b>C</b> She is passionate about language.</p> <p><b>D</b> She is careless with her possessions.</p>							
<b>3</b>	Reading Item Data							
	Item Number	2019511	Correct Answer	D	P-Value	.58	Equated Rasch Value	0.7046
	2003 Reading Standard Alignment is Strand <b>2</b> – Concept <b>1</b> – Performance Objective <b>1</b>							
	<p><b>Why does Belisa view her profession as honorable?</b></p> <p><b>A</b> She uses words from the dictionary.</p> <p><b>B</b> People pay her well for her services.</p> <p><b>C</b> The job provides infinite possibilities.</p> <p><b>D</b> She sells words without deceit.</p>							

4	Reading Item Data							
	Item Number	2019556	Correct Answer	B	P-Value	.869	Equated Rasch Value	-0.7909
	2003 Reading Standard Alignment is Strand 3 – Concept 1 – Performance Objective 7							
	<p><b>What does the author believe is the biggest problem for the national parks?</b></p> <p>A view of the Sierra Club</p> <p>B balancing public access with preservation</p> <p>C developing better roads</p> <p>D too many governmental regulations</p>							
Item	Reading Item Data							
5	Reading Item Data							
	Item Number	2019558	Correct Answer	D	P-Value	.91	Equated Rasch Value	-1.0920
	2003 Reading Standard Alignment is Strand 3 – Concept 3 – Performance Objective 1							
	<p><b>What is the author’s main point in the article?</b></p> <p>A More people should visit national parks.</p> <p>B Old Faithful is the best attraction in the United States.</p> <p>C Snow enhances a visit to a national park.</p> <p>D National parks must be preserved.</p>							
6	Reading Item Data							
	Item Number	2019559	Correct Answer	A	P-Value	.767	Equated Rasch Value	-0.0182
	2003 Reading Standard Alignment is Strand 3 – Concept 1 – Performance Objective 7							
	<p><b>The author states “Today there are precious few national parks outside Alaska that remain largely free of paved roads ...” What belief is indicated by this word choice?</b></p> <p>A Too many roads are in the parks.</p> <p>B The parks outside Alaska are large.</p> <p>C There are not enough roads in the parks.</p> <p>D There are too few parks outside Alaska.</p>							

7	Reading Item Data							
	Item Number	2019560	Correct Answer	C	P-Value	.854	Equated Rasch Value	-0.6469
	2003 Reading Standard Alignment is Strand <b>3</b> – Concept <b>1</b> – Performance Objective <b>3</b>							
	<p><b>When was the National Park Service Act passed?</b></p> <p><b>A</b>      1872</p> <p><b>B</b>      1912</p> <p><b>C</b>      1916</p> <p><b>D</b>      1929</p>							
8	Reading Item Data							
	Item Number	2019530	Correct Answer	A	P-Value	.834	Equated Rasch Value	-0.5967
	2003 Reading Standard Alignment is Strand <b>3</b> – Concept <b>1</b> – Performance Objective <b>3</b>							
	<p><b>What does Nyala want to learn about the first sidewinder?</b></p> <p><b>A</b>      how it makes its tracks</p> <p><b>B</b>      how it attacks its prey</p> <p><b>C</b>      how long it can stay motionless</p> <p><b>D</b>      how it reproduces</p>							
9	Reading Item Data							
	Item Number	2019531	Correct Answer	B	P-Value	.667	Equated Rasch Value	-0.2000
	2003 Reading Standard Alignment is Strand <b>3</b> – Concept <b>1</b> – Performance Objective <b>7</b>							
	<p><b>What does Nyala want her dog to learn from the encounter with the second sidewinder?</b></p> <p><b>A</b>      Rattlesnakes are friendly.</p> <p><b>B</b>      Rattlesnakes are dangerous.</p> <p><b>C</b>      Rattlesnakes can be tracked.</p> <p><b>D</b>      Rattlesnakes move sideways.</p>							



10	Reading Item Data							
	Item Number	2019532	Correct Answer	A	P-Value	.884	Equated Rasch Value	-1.0814
	2003 Reading Standard Alignment is Strand 3 – Concept 1 – Performance Objective 7							
<p><b>What will Sam probably do the next time he sees a snake?</b></p> <p><b>A</b>      He will leave it alone.</p> <p><b>B</b>      He will bark at it.</p> <p><b>C</b>      He will play with it.</p> <p><b>D</b>      He will attack it.</p>								
11	Reading Item Data							
	Item Number	2019537	Correct Answer	B	P-Value	.713	Equated Rasch Value	0.2491
	2003 Reading Standard Alignment is Strand 3 – Concept 1 – Performance Objective 7							
<p><b>Which statement below <i>best</i> states the author’s attitude toward the desert?</b></p> <p><b>A</b>      The desert is a dangerous place.</p> <p><b>B</b>      She is comfortable in the desert.</p> <p><b>C</b>      The desert is a good place for Sam to play</p> <p><b>D</b>      She feels like a stranger in the desert.</p>								